Listening Habits

Less-skilled Listeners	Skilled Listeners
1. Immediately evaluate what is being said.	1. Suspend judgment and listen.
2. Spend time rehearsing what they will say next	2. Focus on what the other is saying.
3. Try to steer the conversation towards the direction they want.	3. Let the other person direct the conversation.
4. Hear everything through their own frame of reference.	4. Try to enter the other's frame of reference.
5. Only ask questions when the other seems to need help.	5. Ask questions to satisfy their own curiosity or interests.
6. Disagree with other's point of view.	6. Seek to understand other's perspective.
7. Try to take in and respond to everything.	7. Sort for main ideas.
8. Allow their mind to wander to other things.	8. Keep focused on the other and what they are saying.
9. Parrot back exactly what they heard.	9. Reflect back the essence and feeling of what was said.
10. Give little verbal and non-verbal response.	10. Actively encourage speaker through verbal and non-verbal cues.

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5

Active Listening Skills

1.   Attending

This consists of postural, visual and nonverbal indicators that show you are really paying attention to the other person. Three specific behavioral skill elements are characteristic of "attending":

A. Physical body posture, such as leaning forward in an open, accepting neutral position (such as arms uncrossed). When sitting "bold upright" in a chair, legs and arms crossed, one displays the exact opposite of attending.

B. Eye contact is critical, since when you look away from the person who is talking, you are not displaying attending behavior. This doesn't mean you should "stare down" the other person, just that you must regularly let your eyes make contact.

C. Some vocal (but nonverbal) expressions encourage the other person to keep talking—things like a nod of your head, a smile, or saying "Um-hmm." These expressions show the other person that you want to hear more. We all know how to be attentive, but we are often lazy or sloppy about doing so.

2.   Active Listening

This group of skill elements is much less common than attending and has three sub-skills:

A. Simple repetition is used only to clarify what you did not hear—the signal—or are not sure you heard correctly. This is as far as most people go with listening skill, and *it is not adequate.*

B. Paraphrasing, or repeating in your own words what the other person said, is a more effective strategy for clarification. This lets you determine whether or not you correctly interpreted the meaning of what the other person said. Correct paraphrasing requires more active involvement in the listening process than simple repetition, but it is a skill that is relatively easy to learn.

C. The most difficult skill element is listening for feelings and restating the feeling that the other person has expressed. This skill is difficult to develop for two reasons: First, you must restate the feeling that the other is experiencing in your own words; not just repeat the term the other person used. Second, (and more frequently) you must often figure out just what the other person's feeling is. Most people communicate their emotion non-verbally. This is inadequate in helping to solve the problem.

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6

Specific Active Listening Responses

1. Paraphrasing

Description: State in your own words what you think the other person just said (usually, in more specific terms).

Function: _____ Let the speaker see how his/her statement was understood, and then corrects any misunderstandings.

Example: *"Oh, I see. Your boss arrives late nearly every day, but expects you to be prompt, and that makes you angry."*

2. Summarizing

Description: Integrate related points into a single idea (similar to paraphrasing).

Functions: Highlights central messages; facilitates agreement or discovers further areas of disagreement.

Example: *"So, because your doctor doesn't visit you as often as you'd like or doesn't answer your questions clearly, you think she doesn't care about you very much."*

3. Acknowledging

Description: State how the speaker seems to be feeling.

Functions: Allows the speaker to discover or release hidden feelings, encourages talking about the feelings and their causes, getting at the underlying problem; shows listener is empathetic.

Example: *"You seem to be feeling mad/afraid/angry/confused/etc."*

4. Encouraging

Description: Ask that the person give more information about what happened, causes, and so on.

Functions: Shows you are listening and interested; helps you to understand more fully the nature of the situation; helps speaker to "talk it out" and vent negative feelings.

Examples: *"What specifically happened; take it from the beginning."* *What things do you think caused that?"*

5. Supporting

Description: Give short verbal and nonverbal cues to signal that you are listening.

Functions: Shows you are paying attention and encourages the person to continue talking; gives you time to think before trying to respond.

Examples: *"Uh-huh." "I see."* Maintaining eye contact. Nodding of head.

6. Delegating

Description: Place responsibility for solutions or ideas back on the speaker; involve him/her in the solution.

Functions: Elicits ideas that the speaker might already have; may help speaker to understand how difficult (or relatively easy) the problem is to solve; may help you solve the problem.

Examples: *"What do you think should be done about that?"* *"How did you handle this type of problem the last time it came up?"*

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7

"Listening for feelings...??"

Sometimes people's feelings are obvious. For example, when someone is very angry and yelling or is very sad and crying. Often, though, our feelings are more subtle and less overt parts of the message. Moreover, you must figure out how to state the feeling without appearing to be negative or hostile, and this may take some tact.

The other person might become very offended if you said, "You seem to feel very jealous of Paul now that he got the promotion and you didn't."

If you are accurate, the other person might be even more offended. A better way to state this person's feeling would be, "You seem pretty disappointed at losing that promotion to Paul."

Consider:

John says, "The office renovation project is way overdue!"

What does he mean?

Does he mean, "We're in deep trouble and I'm upset!"

Does he mean, "The project leader on this is in for major trouble!"

Or, does he mean, "Our schedule is all fouled up and that upsets me!"

To find out, you might say, "You seem pretty angry that we haven't finished the job yet."

Or, you might way, "You seem upset that people aren't pushing hard enough on this!"

John might respond, "Right!"

Or, he might say, "No I'm concerned that potential volunteers will be walking around this dump, and they may think we're totally unprofessional about how we operate as an organization!"

In one sense, it really doesn't matter, because whatever John's r esponse is, you will *now know for certain what he really meant.*

Debate	Dialogue
▣ Assuming there is a right answer; and you have it.	▣ Assuming that many people have pieces of the answer.
▣ About winning.	▣ About win-win & finding common ground.
▣ Listening to find flaws for counter-arguments.	▣ Listening to understand, find meaning and areas of possible agreement.
▣ Defending assumptions as truth.	▣ Revealing assumptions for re-evaluation.
▣ Defending one's views.	▣ Openness to learning.
▣ Defending positions.	▣ Revealing and exploring underlying interests.
▣ Talking at each other.	▣ Side-by-side looking together at the issues.

Adapted by Robert Gass from the work of the Public Conversations project
& Mark Gerzon, Mediators Foundation

TAB VI
12

FACILITATING GROUPS
by Robert Gass

A facilitator is committed to the success of the group in meeting its goals. Facilitation is an example of servant leadership:
* Success depends on the willingness of the group to follow the suggestions and direction of the facilitator.

* The facilitator earns this trust only through his/her ability to act fairly and impeccably in serving the vision of the group and process of the meeting.

Groups must be able to count on the neutrality of the facilitator:
* Facilitators should usually <u>not</u> participate in the content of the meeting when facilitating

* When essential to give your personal opinion on content, first let the group know you are 'stepping out of role'

* While possible to facilitate when you are the actual leader of a group, you must be very clear about what power the group does or doesn't have to make decisions about the items at hand

* Many leaders prefer to hand over facilitation duties to someone else, leaving them free to participate in the discussions.

There are many styles of facilitating:
* Like other forms of leadership, facilitation is as much about who you are, as the tools you use

* Each facilitator must evolve a style that is natural to their personality.

* Different organizational cultures will respond better to different styles of facilitation

TAB VII

1

Meetings

The success or failure of many meetings are determined before people ever enter the room. Some of the most important work of the facilitator begins in the process of conception, convening and planning a group meeting.   (see "Tools for Meeting Set-up")

Once the meeting is underway, the facilitator moves the group step-by-step through the agenda. Even with the best of planned agendas, meetings do (and should) have a life of their own:

> * Skillful facilitators find a balance of keeping the group to the agenda, while knowing when to run with the unplanned magic of the moment

> * If you attempt to control groups too tightly, they rebel

> * If you leave too much slack in the reins of leadership, groups become chaotic and inefficient

The facilitator must simultaneously track both the content of group discussions and the process and energy of the group.

Monitoring content
Though usually not actively participating in the actual substance of the discussions, the facilitator must be tracking the content well enough to be continually evaluating:

> * Is the process focused and on track to accomplish the chosen task? Is it clear to members where and how to focus their comments to best achieve the needed results?

> * the quality of thinking, problem-solving and decisions-- It's not enough to complete the task. Is the group giving its highest quality and productivity? Are the results of the group's work sufficient to meet the need? How can we 'raise the bar.'

Monitoring process

The greatest challenge for many facilitators is to track at the same time the process and energy of the group, monitoring:

    * time

        -is the process keeping to the allotted time?

    * participation

        -are some members dominating in an unhealthy way?

        -are significant numbers of people not participating?

    * collaboration

        -is the nature of the process helping building team cohesion?

    * energy

        -is the quality of group energy appropriate to the task at hand?

Multi-tracking

Skillful facilitation demands considerable awareness of multiple factors. The ability to simultaneously monitor more than one process at a time is called "multi-tracking." It is beyond anyone's ability to closely watch all the above-mentioned variables at the same moment in time. By being in a state of heightened alertness, an experienced facilitator will start to pick up warning signals from the group when they cross a certain threshold of intensity, in the same way that a good driver is continuously scanning the road ahead and picking up potential hazards. Some helpful hints:

* Imagine that you have several scanners like radar. At set intervals, perform a mental scan with each of your radars: How is the group energy? Levels of participation? Time?

* Use the group to monitor its own progress. Take "preventative" 1-minute process checks every hour or so, asking the group to evaluate the quality of its own work and process.

* Have someone in the group sit out of the proceedings and act as a 'witness to the process.' Invite them to sit next to you, and offer you and/or the group input during the course of the meeting.

* When the process seems like it might be 'off' but you're not sure what's going on, try asking the group: "It feels pretty down in here. I'm not sure what's going on, but let's take a quick pulse-- 'How are we doing?'"

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3

Interventions

The ideal is to intervene pro-actively, before any of these variables become major problems.

When making an intervention:

* Come from a place of inner resourcefulness.
  Anxiety about whether or not a group will respond well to our suggestion often evokes resistance. Your centeredness and relaxed confidence will usually be re-assuring to a group.

* Be positive, friendly and respectful.
  Your good rapport and contact with people greatly lessens resistance to your interventions. Don't blame the group-- people will usually get defensive. Be committed to their success, not your own performance. People respond to your caring.

Although interventions include a vast array of behavior, in general:

1) <u>State objectively the situation you are trying to redress.</u>

2) <u>Then offer a clear suggestion of how to get on a better track.</u>
   Making an observation without any suggestion of how to proceed may open the group up to long, unproductive discussion of process.

3) <u>See if you can get the group to quickly accept your suggestion.</u> At all costs, you want to avoid debates about what process to use. Often, any suggestion that everyone agrees to will work just fine. If there is resistance, don't be defensive or attached to your proposal. Keep the conversation tightly focused on positive suggestions of how move the group forward. Bring the group to agreement on the process as quickly as possible.

<u>Types of Interventions</u>
There are basically three varieties of possible interventions:

    <u>1) re-structure process:</u>

        change the group process by re-organizing the structure of the dialogue (dyads, small groups, etc.); using problem-solving processes; inserting a "process break" or changing the original agenda.

    <u>2) re-focus content:</u>

        harness the group's work output by re-focusing conversation on the original topic, approaching the same topic from a different perspective, or changing topics completely

    <u>3) shift energy:</u>

        change the feeling-tone and energy of the group through feedback, inquiry, confrontation, suggestion, inspiration, humor, or modeling.

Examples of Interventions

problem #1: stuck and unable to solve problem
    * <u>change structure:</u>
"We seem to be stuck. Would you be willing to try a different approach? (Use a problem-solving process.)

    * <u>re-focus content:</u>
"We don't seem to be getting anywhere on this track. Let's focus on___."

    * <u>shift energy:</u>
"We're pretty bogged down. Let's take a break, maybe get some fresh air...and see if we can't come back ready for a breakthrough."

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problem #2: discussion is unfocused--comments are not building towards resolution

* re-focus content:
"It seems like the conversation is wandering. For the next 15 minutes would you all please focus your comments on _____."

* re-structure:
"It looks like we are talking here about three different issues: _____, _____ and _____. Let's spend 10 minutes working on _____. Then we'll turn to _____ and _____."

or

Let's break into three sub-groups, and take some time for each group to really delve into one of these topics."

* shift energy:
"It seems to me that our comments are not well focused. I ask that each of you reflect before speaking, and make sure that what you are about to say will really move the action forward."

problem #3:   One or more people dominating or significant percentage of group tuning out of discussion.

* re-structure:
"I would like to hear now from the people who haven't spoken yet."

 or   "I'd like to ask that those who have speaking a lot to please hold off for a while and give others a chance to speak."

*shift energy:
"I'm noticing that numbers of us don't seem to be   participating. Let's all get in the game!"

problem #4: boggy, tired energy
    * <u>re-structure:</u>
take an energy break or use a structure that tends to raise energy
such as brainstorming or dyads

    * <u>re-focus content:</u>
"I'm noticing that energy is low. Are we focusing on the right
issue? Or is there something else that we would have more energy
for?"

    * <u>shift energy:</u>   "Our energy seems boggy. This issues deserves our
best. Can we all wake up and give this our best energy...or should
we call take a break/call it a day...?"

problem #5: non-productive dissension or conflict with no listening
    * <u>change structure:</u>
"We don't seem to be getting anywhere like this. I suggest we use a
talking stick for a while, and see if we can't begin to hear each
other better."

or:
"Let's put on the flip chart what we agree on, then clarify the
actual areas of disagreement and work them one by one."

    * <u>re-focus content:</u>
"It seems that we have having trouble agreeing on _____. Instead,
why don't we look at _____ and see if we can get on the same page
together."

    * <u>shift energy:</u>
"Hey, we have a great confrontation brewing here. Why don't we
save it for the WTO?"
or
"I'm really concerned that if we don't start really listening to each
other, this meeting will be over and we'll have no budget. Please,
remember we're on the same team here!... (pregnant pause)

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Let's try again.

problem #6: going off on tangent

   * <u>change structure:</u>

"We've gotten off the topic here. Do people feel it's important to spend more time on this?..... If yes: "How about another 10 minutes?" or "Why don't we return to this after we reach completion on the agenda topic?"

   * <u>re-focus content:</u>

"Part of me thinks this discussion is really interesting, but I think we'd better get back to _____? Can we agree to do that?

problem #7: disruptive individual member(s)

   * <u>change structure:</u>

"John. You seem to have a lot of energy for _____, but it's not where most of us seem to be. Is there something you're needing that would help us to move on? (<u>Sometimes</u> a short time focused on the needs of one or two members proved to be a worthwhile investment.)

   * <u>re-focus content:</u>

"Molly, the rest of us are focused on _____. Are you willing to join us?"

   * <u>shift energy:</u>

"Charlie. I'm finding that the way you're participating is making it hard for us to get the job done here, and our time is precious. Please, please do whatever you can to help us get moving."

problem #8: side conversations; group not sharing common focus

   * <u>change structure:</u>

I'm noticing we're breaking into more than one conversation. Let's make sure that we all want to focus on _____. If not, perhaps we should shift topics.

   * <u>re-focus content:</u>

"Come on folks, let's stay focused on _____."

   * <u>shift energy:</u>

"Could we perhaps limit our conversations to only three at a time."

problem #9: quality of work outwork sub-par

    * <u>change structure</u>:

"We've taken it to a certain point, but I'm not convinced we have the best solution. Let's try _____ (use problem-solving process)

    * <u>shift energy</u>:

"We've been working hard, but I know we can work smarter and better. What do you think we need to do here?"

problem #10: pace of conversation too fast; insufficient listening and reflection

    * <u>change structure</u>:

"This is a really important decision. It feels to me like we should slow down the pace and make sure we have a good and thorough process. Let's do a go-around with a talking stick." (or: "Would you all be willing to leave a five-second pause after someone finishes, before speaking.")

    * <u>shift energy</u>:

"This is an important conversation, and I think we need to drop down a level here. (pause) Would you all be willing to bring your best attention and listening here? (longer pause) Let's take a few moments of silence and then slow it down..."

problem #11: pace of work too slow; not achieving results efficiently

    * <u>change structure</u>:

"I think we could be more productive if we broke into small groups for 20 minutes, giving each group the responsibility for_____"

    * <u>re-focus content</u>:

"I think we can get this done more efficiently if we focus all our comments on_____

    * <u>shift energy</u>:

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"Hey folks! It's 2:30. Let's pick up the pace!"

problem #12: falling behind in agenda

   * change structure:

"This last conversation was good, but we're now about an hour behind in the agenda. I suggest that we postpone discussion of _____ until next month, and move ahead to _____. Is that OK with everyone?"

   * re-focus content:

"We're falling behind where we need to be. Please make sure that your comments are really, really important to completing this item."

   * shift energy:

"O.K. I've just checked in with where we are in the agenda. At this pace, we should be done somewhere around 4:30 tomorrow morning. I don't know about you, but I was planning on going home tonight. We have to pick up the pace, O.K.?"

problem #13: group proceeding to closure without high level of buy-in

   * change structure:

"Let's take a break in the action and make sure we're all really on board. I'd like to request a couple of minutes of silence. Perhaps we can each check inside and make sure we feel right with this decision. Then I'd like to pass once around the circle and hear from everybody their level of commitment to this decision...1-10... '1' means you totally disagree... '10' means you're 100% on board."

   * re-focus content:

"I'm not sure we've arrived at the best decision. Let's take five minutes to play devil's advocate and see if we can shoot holes in this plan."

shift energy:

"It's decision-time! We're about to set our organization on a course, and I can't tell if we're all on board. Now would be an excellent time to surface any concerns..."

What to do about major breakdowns?

It's obviously hard to give a generic answer, since it depends on the problem and the diagnosis. But here are some examples:

* change structure:

"This meeting is going south fast. Would you be willing to all go with a suggestion for a way to get us back on track? Here it is_____." (1. fishbowl   2. council   3.____)

or

"I propose we take a break. How about I'll get together with several of you and see if we can't come up with a way to make this work? Any volunteers?"

* shift energy:

"Hey folks. I'm doing the best I can to serve you and get what we need from the meeting. If we don't shift the way we're working together, I'm afraid we're all going to leave here pretty unhappy. Please, please help me out!"

or

"I think we've been successful at achieving total meltdown. Yes? O.K., this is pretty left field, but we've got nothing to lose. Let's all_____

    1. dead ants

    2. five minutes all-out dancing

    3. Take a few minutes of silence. Reflect on what we're most deeply committed to in this organization...... Now, let's go around the circle once...each share whatever is in your heart.

    4. Go outside for 20 minutes. Make a list of all your frustrations, complaints, and negative feelings. I'll leave a garbage can by the door. On your way back in, ceremonially drop the paper (and our egos) in the garbage can, and let's see if we can't come back and get some work done.

TAB V

11

RUNNING EFFECTIVE MEETINGS

1) PRE-PLANNING
* **Gather input for agenda**
    --keep a running list during your work week
    --brainstorm possible agenda items
    --gather input from co-workers. Make sure they have an opportunity to give input before the
    agenda is set in concrete.
* **Focus on results.**
    Make sure meeting activities will actually get you where you want to go by the end of
    the meeting.
* **Prioritize possible agenda items.**
* **Set realistic time parameters for each agenda item.**
* **Do your pre-work.**
    Come well-prepared to meeting to handle each agenda item.
* **Inform other group members of final agenda.**
    Give people enough information with enough advance time that they can also come
    well-prepared.

2) GETTING STARTED
* **Make sure people have really arrived and have good focus before beginning
    agenda.**
* **Review agenda.**
* **Ask for input.**
    Make sure you have commitment of group to agenda before beginning.

3) KEEPING THE GROUP ON PURPOSE
* **Proceed step-by-step through the agenda.**
    Direct the group's attention so that members always know :
        --the agenda item under discussion
        --the results that are desired
        --what kinds of input are needed from them.
* **Keep all activity and comments focused on the agenda item at hand.**
    Groups (and individuals within groups) are prone to going off on tangents. Help teach your
    group to discipline its focus.
* **Keep energy moving forward.**
    Be alert to signs of bogging down, going around in circles, needless repetition, lack of focus.
    Use process comments or suggestions of a new focus to keep group energy moving towards
    accomplishing the task at hand.
* **Keep track of time.**
    Maintain an overview of the tasks that need to be accomplished. You may need to:
        --set time limits
        --speed things along
        --prioritize remaining agenda items
        --agree to make changes in agenda
    This should be a conscious process.
* **Carefully manage transitions between agenda items.**
    Make sure that there is closure on each item, and that the group all moves together to the next
    item.

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4) GETTING THE PARTICIPATION YOU NEED
* Invite a sense of teamship or "we-ness."
* Monitor and limit your own participation in content; be a facilitator of process.
* Allow silence.
* Be gatekeeper when necessary.
    Monitor those who tend to dominate meetings.
    Draw out those not participating.
* Deal directly with resistance.
* Tools for increasing participation:
    --brainstorming
    --group pulse
    --straw polls
    --dyads and sub-groups

5) CREATING GOOD CLOSURE
* Double-check 'completed' agenda items: who does what by when
* Deal directly with unfinished business.
* Create open space at end for feedback and other input.
* Acknowledge group for its contributions.

GROUND RULES

- Confidentiality: what is said here, stays here.

- Respect each other.

- No racist, homophobic, or classist language actions, or behaviors.

- Tolerate other's opinions.

- Speak from your own perspective; use I statements, such as "I think...," "For me....," or "From my perspective..." etc.

- Do not interrupt when others are sharing.

- Be aware of time when sharing, so that everyone gets a chance to participate.

- No question or thought is stupid.

- No minimizing your own or others experiences. Remember that all forms of abuse or oppression are equally destructive.

- Take responsibility for your thoughts, actions, and/or behaviors.

- Other suggestions?

MOVING GROUPS FROM LIMITATION TO POSSIBILITY

1) Deep listening

It is difficult to let go of the past without having been heard. As a leader, your task here is to let people know you really want to hear their situation, to bear witness to their pain and frustration.

2) Catharsis

Feeling like a victim is an emotional, energetic experience. Part of letting go of the past may be an emotional or physical purging. This may happen spontaneously, or can be ritualized.

3) Evoke purpose and vision

People can be inspired out of their helplessness. At the right moment, a leader (or a group process) can sound a note of hope, of possibility, that resonates in peoples' hearts, awakening their power.

4) Confront

There is a thin line between listening compassionately to peoples' frustrations, and colluding in their perceived helplessness. At the right moment, groups may be best served by confronting head-on their victimhood. Be a mirror to the group. Help them see the consequences of remaining in this state. Think of rousing someone from sleep in an emergency.

5) Shift energy

Again, at the right moment, the energy of a passive group can be turned by humor, teasing, modeling or physical activity.

6) Shift perspective

Using tools like re-framing to create conceptual breakthroughs in thinking and new possibilities.

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TOP TEN SCREW-UPS FOR FACILITATORS

1) Getting tight and controlling like an insecure substitute teacher... watching the group rebel like unruly school kids...as you get more and more tight.

2) Letting the group go on and on...getting nowhere...painfully watching the life, energy and commitment drain out of the group... and just letting it drag on...dying in front of your eyes...and you watch.

3) Allowing the interaction to become all hub and spoke with you at the center. A concern is raised. You try to fix it. There's a question. You answer it. There's a suggestion. You evaluate it.

4) Being unwilling to make the tough confrontations because you want to be liked.

5) Engaging in long, long, long 'discussions' about which process to use.

6) Arrogantly scolding the group for not doing it right (like you had no part in it), making them feel badly...then criticizing them for getting defensive.

7) Never clarifying where the power to decide really lies in the group...and watching everything unravel.

8) You join with the group in descending into a bottomless pit of internal process, while all connection with the larger organization and external reality is lost.

9) Subtly (or not so subtly) pushing your own point of view and agenda while pretending to be 'facilitating.'

10) Allowing time to be completely eaten up on the first two agenda items and never getting to the most important challenge facing the team.

TAB VI

13

The Five Steps of Breakthrough Negotiation

Whether you are negotiating with your boss, a hostage-taker, or your teenager, the basic principles remain the same. In summary, the five steps of breakthrough negotiation are.

1. Go to the Balcony. The first step is not to control the other person's behavior. It is to control your own. When the other person says no or launches an attack, you may be stunned into giving in or counterattacking. So suspend your reaction by naming the game. Then buy yourself time to think. Use the time to reflect about your interests and your BATNA. Throughout the negotiation, keep your eyes on the prize. Instead of getting mad or getting even, focus on getting what you want. Don't react: Go to the balcony.

2. Step to Their Side. Before you can negotiate, you need to create a favorable climate. You need to defuse the anger, fear, hostility, and suspicion on the other side. They expect you to attack or to resist. So do the opposite. Listen to them, acknowledge their points, and agree with them wherever you can. Acknowledge their authority and competence too. Don't argue: Step to their side.

3. Reframe. The next challenge is to change the game. When the other side takes a hard-line position, you may be tempted to reject it, but this usually only leads them to dig in further. Instead direct their attention to the challenge of meeting each side's interests. Take whatever they

Source: *Getting Past No: Negotiating Your Way from Confrontation to Cooperation* by William Ury. Used by permission.

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say and reframe it as an attempt to deal with the problem. Ask problem-solving questions, such as "Why is it that you want that?" or "What would you do if you were in my shoes?" or "What if we were to...?" Rather than trying to teach the other side yourself, let the problem be their teacher. Reframe their tactics, too, by going around their stone walls, deflecting their attacks, and exposing their tricks. Don't reject: Reframe.

4. Build Them a Golden Bridge. At last you're ready to negotiate. The other side, however, may stall, not yet convinced of the benefits of agreement. You may be tempted to push and insist, but this will probably lead them to harden and resist. Instead, do the opposite—draw them in the direction you would like them to go. Think of yourself as a mediator whose job is to make it easy for them to say yes. Involve them in the process, incorporating their ideas. Try to identify and satisfy their unmet interests, particularly their basic human needs. Help them save face and make the outcome appear as a victory for them. Go slow to go fast. Don't push: Build them a golden bridge.

5. Use Power to Educate. If the other side still resists and thinks they can win without negotiating, you need to educate them to the contrary. You need to make it hard for them to say no. You could use threats and force, but these often backfire; if you push them into a corner, they will likely lash out, throwing even more resources into the fight against you. Instead, educate them about the costs of not agreeing. Ask reality-testing questions, warn rather than threaten, and demonstrate your BATNA. Use it only if necessary, and minimize their resistance by exercising restraint and reassuring them that your goal is mutual satisfaction, not victory. Make sure they know the golden

bridge is always open. Don't escalate: Use power to educate.

From Adversaries to Partners

It takes two to tangle, but it takes only one to begin to untangle a knotty situation. It is within your power to transform even your most difficult relationships. Your greatest power is the power to change the game—from face-to-face confrontation to side-by-side joint problem-solving. Obstructing the path are formidable barriers: your natural reactions, their hostile emotions, their positional behavior, their strong dissatisfaction, and their perceived power. You can overcome these barriers by applying the strategy of breakthrough negotiation. You don't have to take no for an answer.

During the American Civil War, Abraham Lincoln made a speech in which he referred sympathetically to the Southern rebels. An elderly lady, a staunch Unionist, upbraided him for speaking kindly of his enemies when he ought to be thinking of destroying them. His reply was classic: "Why, madam," Lincoln answered, "do I not destroy my enemies when I make them my friends?"

The breakthrough strategy is designed to do precisely that—to destroy your adversaries by turning them into your negotiating partners.

HOW TO GIVE EFFECTIVE FEEDBACK

1) Try to be helpful
Make sure you are truly coming from a desire to be of help, rather than 'feedback' being a guise for dumping your upset or frustration on someone.

2) Choose an appropriate time and place
* Person feels ready to receive feedback
* Setting is free from distractions and interruptions

3) Stay in contact
Monitor the impact your words are having on the receiver. Be alert to overload.

4) Focus on observable behavior
* Avoid assumptions or interpretations of what you think behavior might mean. For example, "I have difficulty when you...." vs. "You're being rude." or "You're trying to sabotage the process."
* Present your perceptions as just that...not ultimate truth

5) Be specific

6) Be selective
* Focus on those things that are truly most important
* Only bring up things the person can actually do something about

7) Speak for yourself
Avoid bring the opinions of others into the feedback.
    e.g. "Everybody thinks..." "People feel...." "Management..."

8) Balance positive and negative feedback
* It is difficult to hear only critical feedback without feeling discounted.
* It is difficult to believe only praise.

9) When giving corrective feedback about behavior, be sure to affirm the human being

TAB VIII

1

HOW TO RECEIVE FEEDBACK

1) Breathe

2) Adopt a mindset of discovery.

3) Really listen
* Listening to feedback does not automatically mean you agree or
  will have to change anything.
* Make sure you actually hear the information

4. Restate and clarify
* Test your understanding with the giver of feedback
* Ask for more information if necessary

5. Hold disagreement
* If you feel defensive, hold off responding to the feedback
* If necessary, offer to get back later to the person when you are no
  longer reactive
* Do respond when you are ready, so that the interaction is
  completed

6. Acknowledge the giver of feedback
It is a risk to give feedback. Make sure the person feels rewarded
and encouraged to step forward again.

Tool:
Appreciative Inquiry

Appreciative Inquiry Defined...

Traditional Change Management Theory frequently focuses on "what is not working" or the problems that a group or organization faces. The primary focus or "lens" is directed toward what is broken. As we know from Action Science (specifically, Double Loop Learning), the "lens" or Mental Model that we view the world through significantly impacts the actions we choose. Our choice of action then produces either intended or unintended consequences. When our "Mental Model" is focused on what is wrong, we will emphasize and potentially amplify problems.

Appreciative Inquiry is an approach to Change Management that challenges the above Mental Model. Appreciative Inquiry suggests a "lens" that is focused on what is working in an organization. The product or outcome of this process is a series of statements that describes where the organization wants to be, *based on past peak moments of performance*. This last phrase points to a key distinction between many "visioning" processes and Appreciative Inquiry. In the latter, statements are grounded in actual past experience and history. Thus, people are empowered to respect past successes and to create new forms based on past patterns of achievement.

TAB III
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Tool:
Appreciative Inquiry, continued

Underlying Assumptions of Appreciative Inquiry

1. In every society, organization or group, something works.
2. What people focus on becomes reality.
3. The act of asking questions of an organization or group influences the group in some way.
4. People have more confidence and courage to journey to the Future (the Unknown) when they carry forward parts of the past (the Known).
5. If we carry parts of the past forward, they should be what is best about the past.
6. It is important to value differences in an exploration of possible futures.
7. The language we use creates our reality.